

VISIT...

LANZAROTE
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Tutor Teaching Tips Lesson 3

MATERIALS

Word Awareness



2–3 minutes

Have the child listen carefully while you read this nursery rhyme:

One, two, buckle my shoe.
Three, four, knock at the door.
Five, six, pick up sticks.
Seven, eight, lay them straight.
Nine, ten, a good fat hen.

Repeat the first line of the rhyme slowly and clap for each word. Have the child clap with you. Then say the next line and have the child clap for each word. Repeat with the rest of the rhyme.

Identify Rhyme



5–8 minutes

Read the rhyme straight through one more time. Then reread the rhyme, but on this read through, don't say the last word of each line. For example: *One, two, buckle my ____*. Have the child say the missing words.

Say the words *two* and *shoe*. Tell the child that the words have the same sound at the end: /ōō/. Have the child say the two words. Repeat with the rhyming words *four/door* (/ôr/); *six/sticks* (/iks/); *eight/straight* (/āt/); *ten/hen* (/en/).

Read the rhyme again, this time having the child listen for the rhyming words. Have the child tell you which rhyming words he/she heard.

Name each picture on the game cards with the child: *bear, bed, box, cake, five, hen, rope, star, cat*. Then name each picture on the game board: *fox, bread, pear, pen, hive, rake, bat, jar, soap*. Spread out the game cards with the pictures up. Ask the child to take each card, name the picture, and place it, picture side down, over the picture on the board that rhymes. Tell the child that if the words are placed correctly, he/she will have a picture of a snail. Tell the child the name of the picture if he/she forgets.

Syllable Awareness



2–3 minutes

Say the word *buckle* while you clap for each syllable: *buck...le*. Repeat with the word *shoe* and clap once. Repeat with these words: *seven, door, Saturday, happy*.

Game cards;
Game board

MATERIALS

Read-aloud
book

Sound Discrimination



2–3 minutes

Say the following sounds (not the letter names): /n/, /n/, /f/. Have the child repeat the sounds. Tell the child that /n/ and /n/ are the same sound and /f/ is different.

Repeat the steps with the following groups of sounds, one at a time. Say the sounds (not the letter names) and have the child repeat the sounds and then tell you the sound that is different.

/l/ /l/ /m/

/t/ /b/ /t/

/n/ /s/ /s/

/d/ /d/ /f/

Optional Listening Activity

Read the book *Nuts in my Nest* or a book of your choice to the child. Show the child the illustrations and ask him/her to predict what the story might be about. Model fluent reading using appropriate expression. Pause occasionally before turning a page to ask, *What do you think might happen next?*

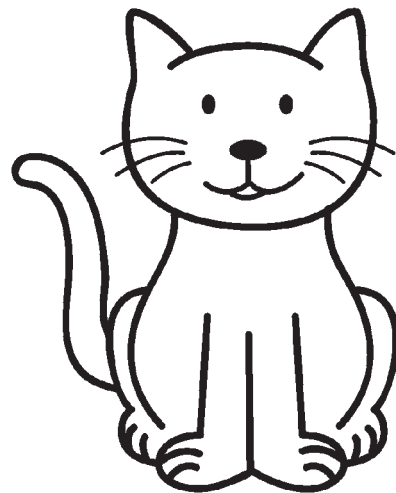
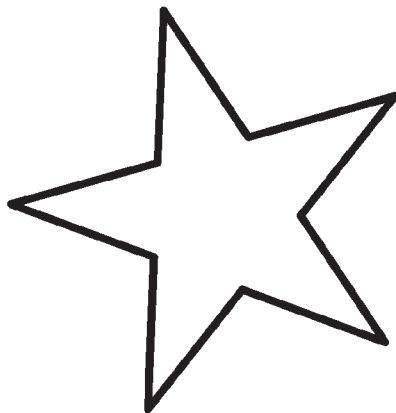
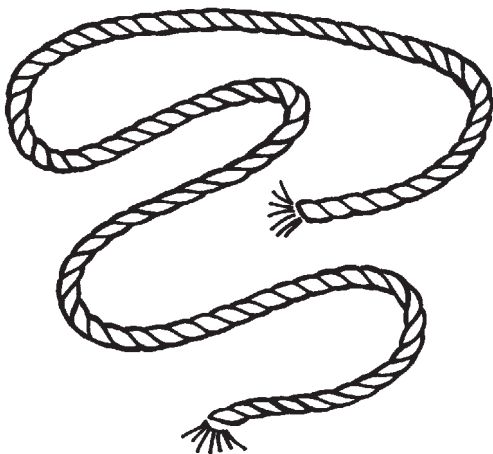
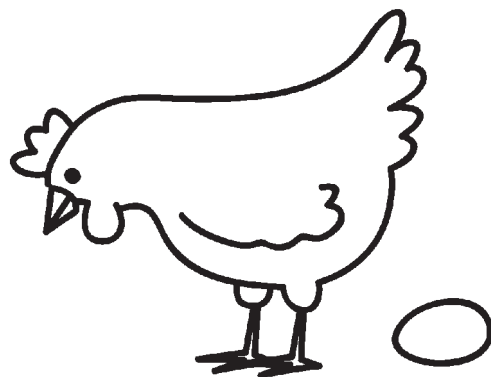
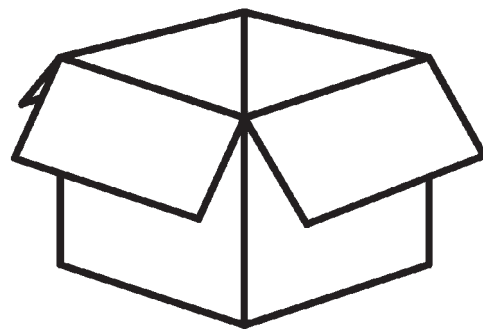
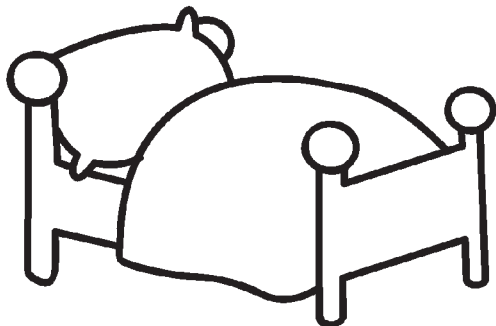
When you have finished reading the story, involve the child in a brief discussion about the book by asking questions such as these: *Did you like the story? Why or why not? What was the problem with Nicky's nest? Who put the nuts in the nest?*

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Phonological Awareness

Game Cards (FRONT)

Lesson 3



Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Phonological Awareness

Game Cards (BACK)

Lesson 3



